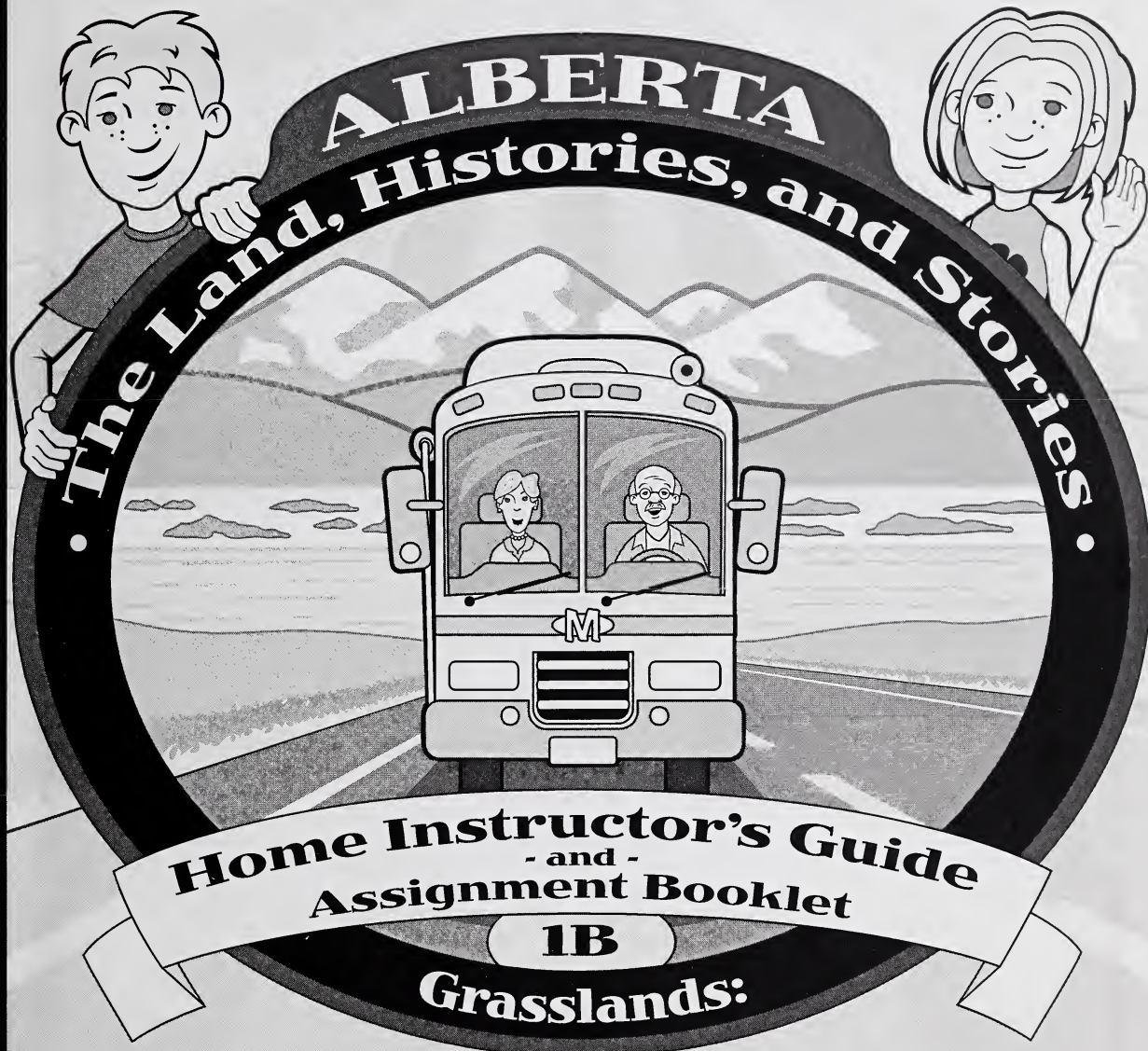




GRADE

4

Social Studies



Sacred Circles and Square Forts



Learning
Technologies
Branch

Alberta
EDUCATION

Grade 4 Social Studies
Module 1: Grasslands: Sacred Circles and Square Forts
Home Instructor's Guide and Assignment Booklet 1B
Learning Technologies Branch
ISBN 0-7741-2655-8

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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Chapter Summaries

Chapter 7: Wolves, Bison, and Hunters

This chapter should take approximately 80 minutes to complete.

Objective

The twins learn the connection between First Nations hunters and their natural world as they hear the story of interaction among a wolf, bison, and hunters. The student should understand why First Nations peoples studied the ways of animals and what they learned from the animals.

Instructional Strategies

The student should understand that the art of storytelling or oral teaching was passed down from one generation to the next. Storytellers were highly respected members of their communities. They used their stories to pass on beliefs about the world; to share the stories of great leaders and their lives of hardship, successes, and adventure; or just to have fun. The stories of the Blackfoot Nations often featured a trickster/hero called Napi, or Old Man. Many Aboriginal peoples told stories only during the winter months.

The twins hear a Blackfoot teaching that depicts the love of a hunter for his bison bride and calf child and the cruelty of his people towards them. Reflect with the student upon the terrible consequences implied in the story—when people didn't treat the bison with love and thanksgiving—and the consequences to our own society if we are cruel to animals.

In the conclusion to the story, the twins learn how brave and observant Swift Arrow reunites with his beloved Bison Bride and Small Child. They also learn of his great sacrifice for his family and his people. They learn why bison were so important to the Peoples of the Blackfoot Nations. The student should understand that these stories, although filled with supernatural events (such as Swift Arrow changing into a bison), were based on the real world. The student should also understand that people living in modern Alberta should also live in harmony with nature.

Swift Arrow symbolizes the love of the Blackfoot Peoples for the bison. Like Swift Arrow, Blackfoot Peoples hunted bison with bows, arrows, and spears. They tracked the bison during the summer months when massive herds came to the grasslands to graze. At the height of the great herds, there may have been as many as 60 million bison in North America. Although First Peoples hunted elk, rabbits, coyotes, antelope, and even grizzly bears, bison were essential to their way of life. There was great suffering when they disappeared.

Find out more about the seasonal round of the Blackfoot people at the following websites:

- http://www.glenbow.org/blackfoot/EN/html/how_we_moved_camp.htm
- <http://www.13-lewisandclark.com/ShowOneObject.asp?SiteID=32&ObjectID=344>

Gather and display a variety of Blackfoot stories, especially the Napi or Old Man stories, and enjoy them with the student.

At the end of the chapter, direct the student to the Chapter 7 Assignment in Assignment Booklet 1B. In the assignment for Chapter 7, the student will complete some artwork and explore the joy of storytelling by taping the story in his or her own words. Be sure the student has pencil crayons and an audio-recording device.

Chapter 8: Bison Hunt in Two Notes

This chapter should take approximately 40 minutes to complete.

Objective

Alex and Isabelle visit Head-Smashed-In Buffalo Jump and hear Baba's story of how the jump got its name. It is a humorous version and highlights the playful nature of many First Nations storytellers. There are many versions of the story, but most are cautionary teachings that warn the listeners of the dangers of standing too close to the bison jump. In some stories a young man stands at the bottom of the jump just as the bison start to tumble. He is unable to get out of the way of the falling animals and his head is crushed. In other versions a woman stands at the bottom of the jump and the same thing happens to her.

Instructional Strategies

Gather a variety of stories about Head-Smashed-In Buffalo Jump and enjoy them with your student.

See the following websites for additional information about Head-Smashed-In Buffalo Jump:

- http://www.abheritage.ca/alberta/archaeology/site_profiles_headsmashedin.html
- <http://www.head-smashed-in.com/>

Help your students as necessary to listen and view “Head-Smashed-In Buffalo Jump” and “Native Heritage” on the Grade 4 Social Studies Multimedia CD.

At the end of the chapter, direct the student to the Chapter 8 Assignment in Assignment Booklet 1B. He or she will need pencil crayons to complete the assignment.

Beyond the Story

Help the student research buffalo jumps and buffalo pounds. Have the student add any Internet sites to his or her Internet Journal.

Students should discover the following facts:

- Blackfoot men were skilful hunters and used many strategies to kill enough bison to meet the needs of their families.
- If they only needed a few bison, they disguised themselves in the skins of wolves or coyotes, and crawled near the bison before using their weapons.
- If they needed large numbers of bison, they used a bison pound (corral) or a bison jump.
- Pound makers built strong fences leading to the trap.
- Some hunters would stampede the animals toward the pound or drive them to the cliffs.
- Pound makers were highly skilled designers and builders of pounds and fences that were strong enough to withstand the stampeding herds.

Chapter 9: Alberta, Naturally

This chapter should take approximately 40 minutes to complete.

Objective

This chapter focuses on the vegetation regions of Alberta.

Instructional Strategies

Examples or pictures of the vegetation associated with various regions would be useful here. You might consider posting the various provincial symbols, beginning with the wild rose and rough fescue, and adding to them in subsequent modules.

At the end of the chapter, direct the student to the Chapter 9 Assignment in Assignment Booklet 1B.

Beyond the Story

The student can find information about the grass or plant he or she has selected on the Internet or at the local library.

There are several websites about the Grasslands Region. Two recommended sites follow:

- <http://www.raysweb.net/specialplaces/pages/grassland.html>
- <http://www.abheritage.ca/abnature/map.htm>

Chapter 10: Sunny Alberta

This chapter should take approximately 40 minutes to complete.

Objective

This chapter focuses on the factors that determine climate in Alberta. It goes on to discuss the impact that climate has on the way people and animals live and their adaptations to it.

Instructional Strategies

Provide examples or pictures of the various ways that animals adapt to their climate.

Using a globe and a lamp, show how climate is influenced by the tilt of the Earth toward or away from the sun. Explain how this affects temperature at higher and lower latitudes.

Chapter 11: No Rain on the Plains

This chapter should take approximately 40 minutes to complete.

Objective

The student learns how climate affects the environment. In particular, it focuses on the lack of precipitation in the Grasslands Region and the use of irrigation to ensure agricultural productivity.

Instructional Strategies

Show pictures or examples of the different types of crops that grow in your region. Discuss the extent to which precipitation determines the types of crops that grow in your region.

At the end of the chapter, direct the student to the Chapter 11 Assignment in Assignment Booklet 1B. The student will need pencil crayons to complete the map exercise.

Beyond the Story

Assist the student with the first activity, as it is a bit complex. Go to the government website <http://www.climate.weatheroffice.ec.gc.ca>. Click on “English,” then on “Climate Normals and Averages.” Select Alberta from the drop-down menu, then a city or town close to where you live. Choose months and precipitation statistics to compare with a town or city in the Grasslands Region. Compare the two in a chart. Discuss the differences in the figures and have the student speculate why they are different.

The Internet or your local library can provide the information necessary to research the crop selected for the second part of this activity.

Chapter 12: Alberta—Land of Bounty

This chapter should take approximately 40 minutes to complete.

Objective

This chapter focuses on some of the animals, resources, and agricultural industries found in the grasslands.

Instructional Strategies

Provide illustrations of how animals in your region adapt to their environment.

The following website includes an audio section that talks about some of the wildlife found in the grasslands:

<http://www.abheritage.ca/abnature/grasslands/grassland.htm>

Assist your student as necessary to access the Grassland Flash Zone at the following website: <http://www.abheritage.ca/abnature/grasslands/flash.htm>. Select the version of the Grassland Flash Zone that is appropriate for your computer and allow your student to find out more about the plants and animals of the Grasslands Natural Region.

To find more sites, type “Alberta wildlife” in a search engine.

Beyond the Story

This chapter includes a Beyond the Story activity about how animals adapt to the arid climate in the grasslands and a field trip to a farm. The student will need drawing paper and pencil crayons to complete this activity.

Chapter 13: Gone Were the Great Herds

This chapter should take approximately 40 minutes to complete.

Objective

Alex tries to understand the difference between three groups of bison hunters. He wonders if wolfers, sport hunters, and Blackfoot hunters were equally wasteful. Alex decides the Blackfoot hunters weren't wasteful when he learns that many bands gathered for the big hunts and that every part of each bison was used. This chapter also focuses on gathering material for reports.

Instructional Strategies

Help the student understand the differences among the hunters as Alex explores their points of view.

Guide the student as he or she underlines key words and phrases in the sections about a bison pound and jump and point out that this is one way to gather information.

Display a variety of books showing scenes of bison hunts and uses of bison.

See the following websites for useful information:

- <http://www.head-smashed-in.com/black.html>
- <http://projects.cbe.ab.ca/ict/2learn/mmspeight/blackfoot/>
- http://www.glenbow.org/blackfoot/EN/html/how_we_lived_with_the_buffalo.htm
- <http://www.bluecloud.org/11.html>

At the end of the chapter, direct the student to the Chapter 13 Assignment in Assignment Booklet 1B. The student will need pencil crayons to complete the activity about bison use.

Beyond the Story

The student should understand the importance of bison to the Blackfoot Nations and their conservation practices as he or she learns the multiple uses for bison.

The bison was used in the following ways:

- meat: roasted, boiled, dried, and made into jerky and pemmican; tongue used as a delicacy during ceremonies
- hide: robes, containers, teepees, moccasins, saddles, story robes
- bones: knives, ornaments; marrow used in soup
- tail: ceremonies, fly swatters, ornaments
- stomach: container, boiling pot, sack
- sinew: thread, bow strings
- hair: padding, ornaments

- horns: cups, spoons, ornaments, powder horns
- skull: ceremonies, headdress
- brain: for tanning of hides
- beard: ornaments

Chapter 14: The Great Sorrow, The Great Friendship

This chapter should take approximately 80 minutes to complete.

Objective

The twins learn the history of the NWMP. As they read a page from the diary of one of the recruits, they learn of his hardship on the 100-day journey, and about the terrible Cypress Hills Massacre that was one reason the prime minister created the NWMP. They are introduced to a Métis guide called Jerry Potts. This is the first reference to another group of people who made a great impact on Alberta's history.

In the second half of this chapter, the twins learn of the terrible massacre at Cypress Hills where 22 Nakoda men, women, and children were murdered by wolfers. They read an account of a man who drinks "firewater" in order to forget the massacre and the loss of the great bison herds. They learn of two great leaders, Crowfoot and Colonel Macleod, and of their friendship and respect for each other.

Instructional Strategies

Discuss the history of the NWMP and help the student understand their impact on the First Peoples and the lawless people who lived in Alberta. Introduce the Métis Peoples, and help the student understand that people like Jerry Potts, who knew the ways of his Kainai mother and Scottish father, were very important in making Alberta a better place to live.

Help the student understand the terrible changes that swept through the lands of the First Nations peoples when the bison herds were destroyed, diseases brought from Europe swept through their teepees, and whisky was available for the first time in their history. Help the student also understand that the NWMP brought order to Alberta as they drove out the whisky traders and wolfers.

Assist your student as necessary to view "Fort Whoop-Up" on the Grade 4 Social Studies Multimedia CD.

At the end of the chapter, direct the student to the Chapter 14 Assignment in Assignment Booklet 1B. The student should complete the map exercise begun in Chapter 5. The instructions for all of the map activities are repeated in the assignment for this chapter.

Beyond the Story

The Canadian government formed the NWMP in 1873, six years after Canada became a country. Three hundred men eagerly joined the force and marched from Manitoba to Alberta. They started their journey on July 8, 1874, with 142 oxen pulling Red River carts and wagons, 93 head of cattle, 310 horses, two field guns, a hay-mowing machine, and a portable kitchen. They weren't prepared for the great changes in temperature, varying from blazing heat to icy downpours, and tremendous thunderstorms. They weren't prepared for the hordes of mosquitoes or the grasshoppers either. Along the way they suffered from starvation, thirst, and exhaustion, and some men deserted. Many horses and oxen died, and some of the equipment was damaged or destroyed. They got lost, but with the help of Jerry Potts, an experienced Métis guide who spoke both English and Blackfoot and who knew the land as well as any First Nations scout, they reached Fort Whoop-Up. Instead of capturing the whisky traders, they found the fort deserted and the wolfers and whisky traders gone.

Crowfoot, a great leader of the Blackfoot Nation, first gained the respect of his people when, as a young man, he showed his skills as an excellent horseback rider and hunter. His bravery was undisputed after he rode into the camp of his foes, the Crow Peoples, and risked his life to touch a teepee with his spear before riding away. As his reputation grew, men competed with one another for the right to join Crowfoot.

Crowfoot was deeply distressed with the changes brought to his land by the whisky traders and wolfers, but he was unable to stop them. When he saw that the NWMP came to his lands determined to help protect his people and to stop the whisky traders, he counselled his people to treat them as friends.

He grew to admire and share a friendship with the NWMP leader, Colonel Macleod, whom he named “Stamix Otokan” (Bull’s Head) and welcomed him as a brave, good man.

ASSIGNMENT BOOKLET 1B

Grade 4 Social Studies
Module 1: Chapters 7–14

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

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Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

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1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

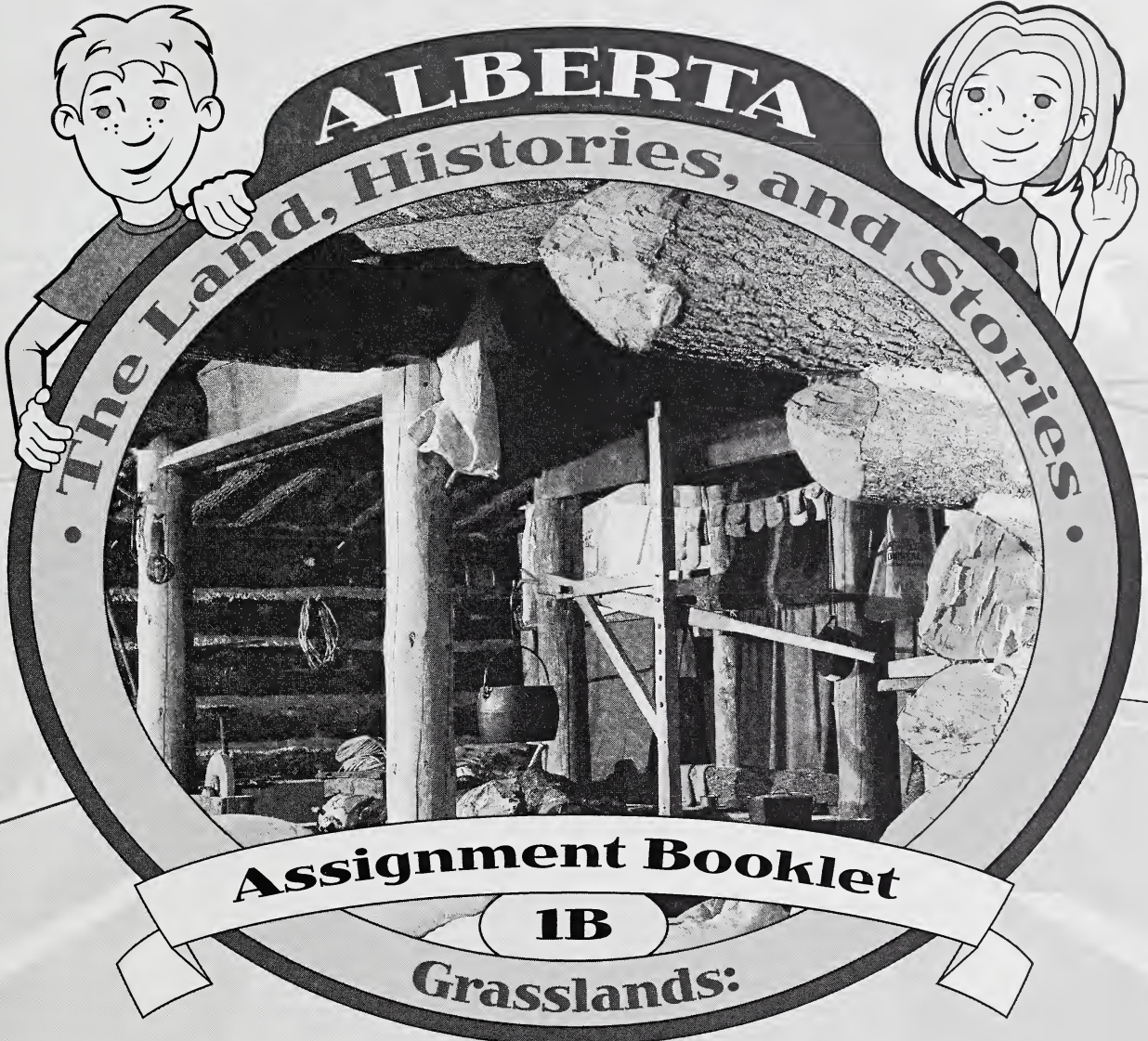
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GRADE

4

Social Studies



Sacred Circles and Square Forts



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Summary

	Total Possible Marks	Your Mark
Chapter 7 Assignment	40	
Chapter 8 Assignment	10	
Chapter 9 Assignment	10	
Chapter 11 Assignment	13	
Chapter 13 Assignment	5	
Chapter 14 Assignment	47	
	125	

Teacher's Comments

Grade 4 Social Studies
Module 1: Grasslands: Sacred Circles and Square Forts
Assignment Booklet 1B
Learning Technologies Branch

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- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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ASSIGNMENT BOOKLET 1B
GRADE 4 SOCIAL STUDIES: MODULE 1
CHAPTER 7 ASSIGNMENT TO CHAPTER 14 ASSIGNMENT

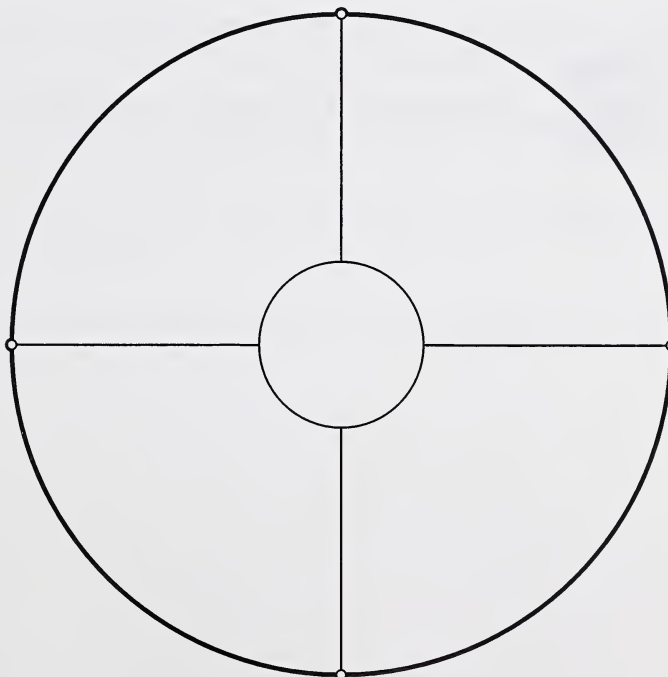
This Assignment Booklet is worth 125 marks out of the total 200 marks for the assignments in Module 1. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate chapter. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

40

Chapter 7 Assignment: Wolves, Bison, and Hunters

1. a. Follow the instructions and complete this work with great care.



- ① i. Draw a wolf in the top right section of the circle.
- ③ ii. Draw bison in each of the three remaining sections of the circle.
- ④ iii. Draw four First Nations hunters around the circle. Find examples of clothing worn by Blackfoot Nations hunters before starting the drawing. More information can be found at the following websites:
- <http://www.glenbow.org/blackfoot/index.htm>
 - <http://projects.cbe.ab.ca/ict/2learn/mmspeight/blackfoot/>

- ② iv. Write the following statement on the line at the top: **First Nations hunters studied wolves.**

- ④ b. First Nations bison hunters studied the ways of wolves. How did observing wolf ways help them become better hunters? Give two reasons.



Turn to page 66 in Chapter 7 in the Module 1 Student Module Booklet.

2. a. Read the instructions and make a plan for completing your own story robe. On the bison hide on the next page, draw three smaller circles inside a large circle. Be sure you have a total of four circles. Design pictographs (symbols) for Swift Arrow, the calves, the cows, and the bulls and follow the instructions. More information about bison robes may be found at the following websites:

- <http://pages.prodigy.net/jzeller/storyrobe/srobe4.htm>

- <http://projects.cbe.ab.ca/ict/2learn/mmspeight/blackfoot/html/robestories.htm>

Follow the instructions and complete the work carefully.

②

- i. Imagine Swift Arrow in the centre circle. Draw him studying the animals. Show him looking brave and determined.

②

- ii. Imagine a circle of bison calves surrounding him. Draw them in the second circle. Show one calf flicking his ear.

②

- iii. Imagine a circle of bison cows surrounding the calves. When you draw them in the next circle, be sure that one cow has a burr in her tail.

②

- iv. Imagine a circle of bison bulls surrounding the cows. Draw them in the outer circle. Show an angry bull looking fiercely at Swift Arrow.

②

- b. Which of the following statements describes the drawings? Copy the best answer on the lines under the robe.

- The story warned listeners the bison would disappear if they were treated badly.
- The story warned hunters they would suffer if they didn't learn bison ways.



- 10
3. First Nations people told and retold stories. Each storyteller had his or her own style.

This is your chance to shine! Retell the story of Swift Arrow and Bison Bride in your own words. Practise the story until you can say it with confidence. Don't worry if the words change a little.

Record the story on a blank audiotape. Be sure to use a lot of expression in your voice. Say your name at the end of the recording and make sure you say it is for the Chapter 7 Assignment.

- 6
4. Swift Arrow said, "Buffalo Bride and Small Child are my life. I must follow them." Show that you understand why bison were important to the Soyi-tapix. Read the following Haiku poem, feel its rhythm, and then write one of your own.

Buffalo thunder
Food, clothing, shelter
Complete? Yes!

Study the example, but don't copy the words. Practise on scrap paper until you get it right. Write your haiku on the lines below. You may use a dictionary to check your spelling.



Turn to Chapter 8 in the Module 1 Student Module Booklet.

10

Chapter 8 Assignment: Bison Hunt in Two Notes

1. Retell your favourite story of how Head-Smashed-In Buffalo Jump got its name. It might be Baba's version or one that was passed down through time. Tell the story in pictographs. Be sure to include the beginning, middle, and end.

8

- a. Draw three to five pictographs on the story robe on the next page.

2

- b. Why did the storytellers tell stories? Be sure to spell the words correctly and write in your best handwriting.



Turn to page 76 in Chapter 8 in the Module 1 Student Module Booklet.



2. History on a Map (Part 4)

Take out your map of Alberta.

- a. Find Head-Smashed-In Buffalo Jump in your atlas. Draw a buffalo symbol at Head-Smashed-In Buffalo Jump on your map. Remember, it is near Porcupine Hills.
- b. Draw the symbol for the buffalo jump in the legend. Write the words **Buffalo Jump** next to the symbol in the legend.



Turn to Chapter 9 in the Module 1 Student Module Booklet.

10

Chapter 9 Assignment: Alberta, Naturally

- ① 1. In which natural region do you live? _____
- ① 2. Where do you live? For example, you might live in a large city, a small city, a town, a farm, a reserve, a village, or on a ranch.

- ④ 3. Write a few sentences describing the environment of your community. Be sure to include the type of vegetation that grows there. Don't forget to write in complete sentences. Check the dictionary if you're not sure how to spell a word.

4

4. Draw the environment of your community in the box.



Turn to Chapter 10 in the Module 1 Student Module Booklet.

13

5

Chapter 11 Assignment: No Rain on the Plains

1.
 - a. Colour the Grassland Region yellow.
 - b. Colour the Boreal Forest Region green.
 - c. Colour the Parkland Region brown.
 - d. Colour the Alpine/Subalpine Region red.
 - e. Label the colours and regions on the map legend.

Legend	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	



- ② 2. Imagine that you were going to buy a farm in Alberta. Give two reasons why you would buy a farm in the Grasslands Region.

Reason 1: _____

Reason 2: _____

- ② 3. Give two reasons why you **wouldn't** buy a farm in the Grasslands Region.

Reason 1: _____

Reason 2: _____

- ④ 4. What kind of crops would you grow if you bought a farm in the Grasslands Region? Explain why. Don't forget to write in complete sentences. Check the dictionary if you're not sure how to spell a word.



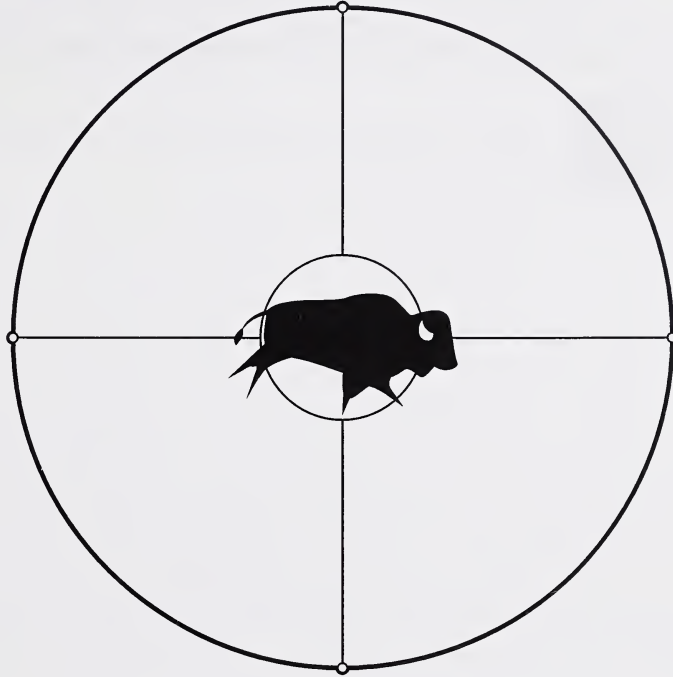
Turn to Chapter 12 in the Module 1 Student Module Booklet.

5

Chapter 13 Assignment: Gone Were the Great Herds

4

1. a. Think of all the ways the First Peoples used parts of a bison. Choose your four favourites and draw one in each section of the circle. Draw a line from each use to show which part of the bison was used.



1

- b. In the lines below the circle, write the statement that best describes the way the First Peoples viewed bison.
- The Peoples didn't appreciate the bison and therefore wasted much of it.
 - The Peoples respected the bison as a gift of the Creator and used it completely.

2. History on a Map (Part 5)

Take out your map of Alberta.

- a.** Mark the Cypress Hills Massacre with three symbols. Use three tears, or another symbol of your choice. You decide.
- b.** Draw your chosen symbol in the legend and add its meaning.



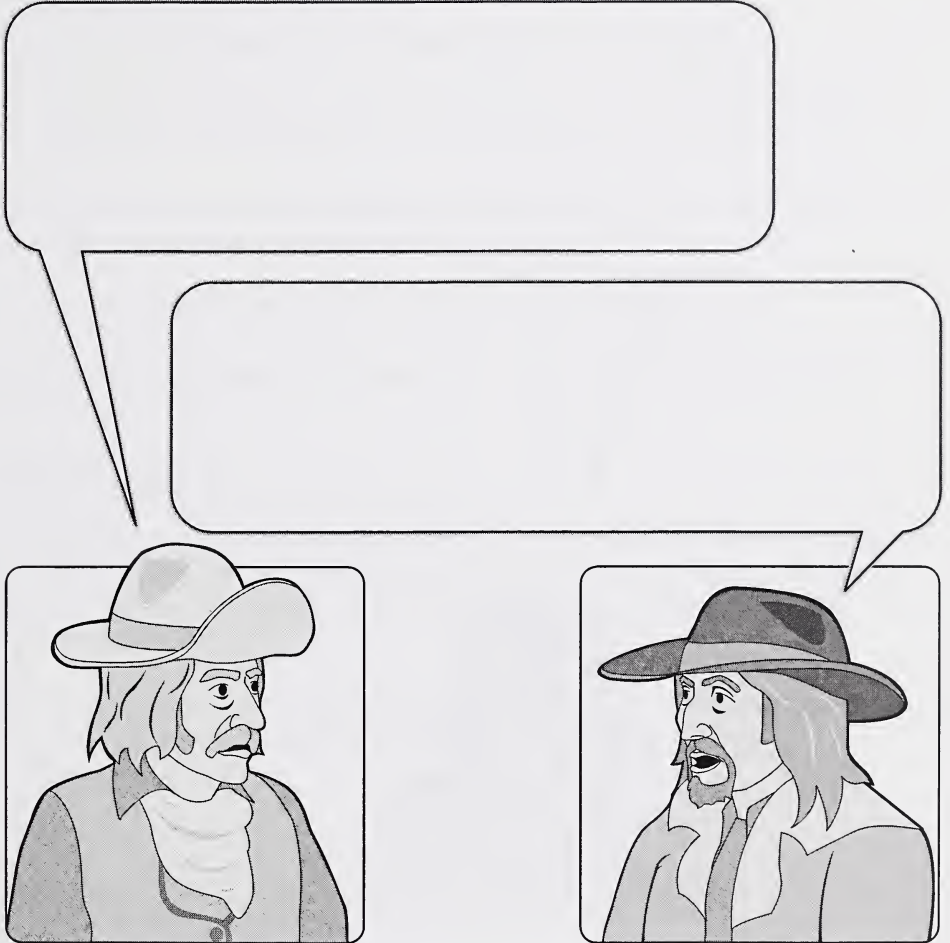
Turn to Chapter 14 in the Module 1 Student Module Booklet.

A large rectangular area with a decorative, wavy border, containing horizontal lines for writing. The border is a thick, dark grey line with a scalloped, wave-like pattern. Inside this border, there are 25 horizontal lines, evenly spaced, for writing. The background of the page is a light grey color.

2. The NWMP changed the lives of the people living in southern Alberta.

2

- a. The wolfers heard the NWMP were coming. Imagine a conversation between two wolfers. Write two lines of their conversation in the speech balloons.

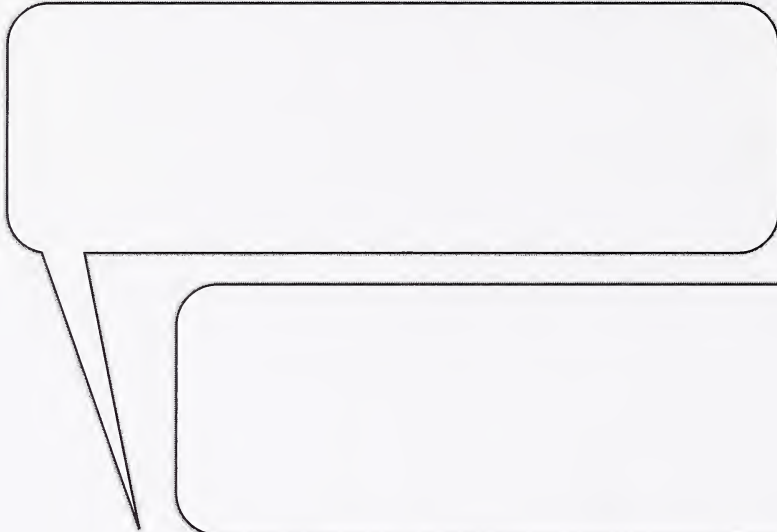


2

- b. What did they do next and why?

2

- c. Crowfoot and an Elder heard that a whisky trader was punished by the NWMP for taking two horses from one of their people in exchange for a cup of whisky. Imagine a conversation between Crowfoot and an Elder. Write two lines of their conversation in the speech balloons.



2

- d. What did Crowfoot do next and why?

3. History on a Map (Part 6)

- ④ a. Draw a small square at the site of Fort Whoop-Up. Draw another square at the site of Fort Macleod, just west of Fort Whoop-Up. Write the letter **W** in the box for Fort Whoop-Up and the letter **M** in the box for Fort Macleod.
- ② b. Add the fort symbol to your legend. Write what it means.
- ② c. Imagine the march of the NWMP from Cypress Hills to Fort Whoop-Up. Use lines or tiny footprints to show the journey on the map.
- ① d. Imagine the march from Fort Whoop-Up to the site of Fort Macleod. Draw lines or tiny footprints to show the journey.
- ② e. Add the march symbols in the legend and add their meanings.

Now review your earlier map assignments, and be proud of your excellent work!

Chapter 5 (Part 1)

- ③ a. Draw an outline of the region where the Soyi-tapix told stories, laughed, and lived before the fur traders and the Cree Peoples moved to their lands. Be sure to show the lands of the Kainai, Piikani, and Siksika Nations.
- ② b. Start a legend for the map. Draw the shape of the outline in the legend. Write the words **Blackfoot Confederacy** next to the shape in the legend.

Chapter 5 (Part 2)

- ① a. Find Milk River in your atlas. Then draw Milk River on the map.
Remember: Rivers don't flow in straight lines.
- ① b. Choose a symbol for Writing-on-Stone Provincial Park and draw it on the map. Be sure it's near Milk River.
- ② c. Draw the symbol for Milk River in the legend. Write the words **Milk River** next to the symbol.
- ② d. Draw the symbol for Writing-on-Stone Provincial Park in the legend. Write the words **Writing-on-Stone Provincial Park** next to the symbol.

Chapter 6 (Part 3)

- ① a. Draw a medicine wheel symbol at Cypress Hills.
- ② b. Add the symbol to the legend. Write the words **Medicine Wheel** next to the symbol in the legend.

Chapter 8 (Part 4)

- ① a. Find Head-Smashed-In Buffalo Jump in your atlas. Draw a buffalo symbol at Head-Smashed-In Buffalo Jump on your map. Remember, it is near Porcupine Hills.
- ② b. Draw the symbol for the buffalo jump in the legend. Write the words **Buffalo Jump** next to the symbol in the legend.

Chapter 13 (Part 5)

- ① a. Mark the Cypress Hills Massacre with three symbols. Use three tears, or another symbol of your choice. You decide.
- ② b. Draw your chosen symbol in the legend and add its meaning.

Home Instructor Feedback Form for Module 1

Answer the following questions and submit them with the completed Assignment Booklet.

1. In your opinion, what parts of the Student Module Booklet and Assignment Booklets worked best for your student?

2. Were there specific areas with which your student had particular difficulty? If so, what were they?

3. Do you have any other questions, comments, or concerns?

Student Feedback Form for Module 1

Answer the following questions and submit them with the completed Assignment Booklet. This is not a test and there are no marks assigned.

1. What were your favourite parts of this module?

2. What parts did you like the least?

3. What part did you find most difficult?

4. What parts were the easiest?
